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historical fact. The author's statement (§ 536) that, "Every system of modern corporation law is indeed modern Roman Law" might be interpreted as meaning that there is a proved historical connection between the Roman *universitas* and the modern corporation, with no intimation that the concept may have developed independently in the two systems. The author's combination of Roman-Spanish law with Roman-French law into a "common" law of the Territory of Orleans as a "Roman-French-Spanish law" [cf. § 263] may be due to effort at conciseness of expression but it ignores the influence of the picturesque O'Reilly, Spanish Governor General, upon the history of Louisiana law, and disregards the finding of the Louisiana Supreme Court in *Pecquet v. Pecquet's Ex'r*, 17 La. An. 228, to the effect that, "The laws of Spain are judicially noticed" but "The laws of France must be proved" in that jurisdiction. The statement of the author in Volume II, p. 14, that "Roman law, as found in French law, is the source of any unwritten Louisiana civil law" would seem to be out of harmony with this pronouncement of the Louisiana Supreme Court.

Volume II, arranged on the usual plan of the Continental treatises on "Institutes", has the advantage for an American student of bringing the treatment down to date by the addition of references to the modern Roman Law codes and to cases decided in English jurisdictions in which Roman Law principles are discussed. There is also in Volume III a "Subject Guide to Volume II".

The most valuable part of the work for scholars and teachers of law is Volume III. In addition to the "Subject Guides" for the first two volumes, already mentioned, this contains a "Bibliography of Roman Law" which contains, besides the titles, short characterizations and explanations of the nature of the works cited. The bibliographical features of the entire work are admirable as may well be expected from the author's long service as Librarian of the Yale Law School and Curator of the Yale-Wheeler Library of Roman Law.

J. H. DRAKE.

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THE PSYCHOLOGY OF SPECIAL ABILITIES AND DISABILITIES, by Augusta F. Bronner, Assistant Director, Juvenile Psychopathic Institute, Chicago: Little, Brown, and Co., 1917; pp. vi, 269.

In these times, when so many persons are advocating particular "mental tests" in relation to education, vocational guidance and military fitness, it is refreshing to find a book which does not suggest the addition of a single new test but which uncovers the vast field of information still to be gleaned by the methods already in vogue.

The book primarily calls attention to the rather extreme mental variability which exists among human beings in general. Instead of establishing norms and central tendencies, the author concerns herself with the much more fascinating study of individual differences. These differences may be considered in two ways, first, by showing that an individual is, on the average, so much above or so much below the mental level of his contemporaries; second, by pointing out the inequality of performance of a given person. She

shows, by quoting numerous cases, that a person who is below normal in general may have one or more abilities which test much higher than the rest. By the use of these he may make himself a self-supporting member of society. Likewise, those who are above the common level on the average may have their potholes of special disability. From this standpoint, it may be inferred that the usual educational methods are for the glorification of mediocrity, and the suppression of the feeble minded and of the genius. She gives detailed accounts of special defects in number work, in language ability, in memory, in perception, in visual imagery, in working with concrete material, and on through a considerable number of other special topics.

She points out also the diagnostic value of inequalities of performance, certain peculiarities being symptomatic of poor physical condition, others of defective sense organs, of hysteria, of chorea, of epilepsy, of excessive stimulation, of *Dementia praecox*, of diseases of special portions of the brain. She concludes that in order to be fair to the patient and to make an accurate diagnosis, it is necessary to use in addition to the Binet tests, a number of performance tests, reactions to common sense situations and the extent to which the person has profited by his educational opportunities.

HENRY F. ADAMS.

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THE LAW OF PUBLIC SCHOOLS, by Harvey Courtlandt Voorhees. Boston: Little, Brown & Co., 1916; pp. lvii, 429.

For many years a course in school law was a prerequisite to a teacher's certificate or diploma in our leading normal schools, colleges, and universities; but in recent times its importance as a distinct study has dwindled to the vanishing point, and that, too, notwithstanding many states still require all candidates for certification to pass an examination in the subject. Why school law has declined as a distinct study in institutions preparing teachers is not far to seek. In the first place, the great majority of candidates for teachers' certificates are women who feel little or no practical need for such study, and hence are not interested in it; second, pedagogical literature has increased so enormously in recent years that subjects which make little or no appeal to students have been eliminated; third, the pedagogical skill of teachers of today renders controversies with parents and school boards much less frequent than formerly and hence gives less occasion for legal adjudication; fourth, court decisions defining almost every phase of school relationship, as in the case of the "line fence," have become matters of general information and therefore technical legal knowledge is deemed of minor consequence. But, notwithstanding this decline of the study of school law in institutions aiming to prepare teachers for public school service, a knowledge of it is of vital importance to principals, superintendents, and school boards, and it is to this class that THE LAW OF PUBLIC SCHOOLS should prove of great service.

From the foundation of our federal government education has been construed as a state function, and therefore every state has been free to enact such school laws as best conformed to its ideals, plans, and needs. As a